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ABSTRACT

AIM (Assessment, Instruction, Mastery), a performance-based assessment developed in Oregon, was piloted in 25 volunteer-based programs in Pennsylvania. During the program year ending in June 1999, 190 tutors and program staff from 20 agencies attended training workshops on using the AIM system; 13 programs receiving training reported 136 tutors were using AIM with 141 learners; 59 percent of the tutors responding to an end-of-the-year questionnaire reported they had been able to integrate AIM into their lesson plans on a regular basis, and 52 percent reported learner progress on the AIM; and approximately 100 percent of the learners using AIM progressed 1 or more levels over a 4-5 month period. Thirteen programs responded to an end-of-the-year questionnaire and reported that the training they received adequately prepared them and their volunteers to use this assessment; learners are excited about being a part of the process; and tutors feel better prepared to focus upon the life skills that many of the learners need. Volunteers reported that, by using the goal setting segment of the AIM and in discussing selection of skills from the checklists with their student(s), a true partnership between tutor and learner emerged. (Appendixes include a master set of AIM guides; summary of responses to AIM questionnaires; test record form; lesson planning activity; and sample AIM curriculum resources.) (YLB)

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ED 438 481

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

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1998-99

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Amount of Grant: $30, 000

Project Number: 98-99-9006

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ABSTRACT PAGE

Project No. : 98-99-9006

Grant Recipient: Greater Pittsburgh Literacy Council
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Program Name: Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Grant Allocation: $30,000

Project Period: July 1, 1998-June 30, 1999

Project Director: Debbie Thompson, Karen Mundie, Michelle Joyce

Project Purpose: The project proposed to pilot the AIM (Assessment, Instruction, Mastery), a performance-based assessment developed in Oregon, in 25 volunteer-based programs (10 new programs and 15 programs from previous year) in Pennsylvania and to make recommendations to the PDE on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs.

Project Outcomes: One hundred ninety tutors and program staff from twenty agencies attended training workshops on the use of the AIM system. Over the program year, thirteen programs receiving training reported that 136 tutors are using the AIM with 141 learners. 59 % of the tutors responding to an end of the year questionnaire report that they have been able to integrate AIM into their lesson plans on a regular basis, and 52% reported learner progress on the AIM. Approximately 10% of the learners using AIM have progressed one or more levels over a 4-5 month period.

Impact: Thirteen out of twenty programs receiving training on use of the AIM responded to an end-of-the year questionnaire. All responded that the training they received adequately prepared them and their volunteers to use this assessment. They reported that learners are excited about being a part of the process--selecting skills to be learned--and tutors feel better prepared to focus upon the life skills which many of these learners need. Some programs have incorporated AIM into their tutor training and made it a part of the student IEP. Programs were asked to submit a "Test Record Form" (correlating standardized test scores with the assigned level of AIM) and a sample portfolio demonstrating the process in their programs, but results were limited. Many programs were not able to do post-testing and had difficulty documenting mastery of skills on the "Student Progress Summary" page in the portfolio. Volunteers report that by using the goal setting segment of the AIM and in discussing selection of skills from the checklists with their student(s), a true partnership between tutor and learner has emerged.

Product or Training Developed: Based upon results and feedback from the previous year, a revised training was developed in the use of the AIM. The training process is currently being adapted to reflect what was learned in the second year of piloting in Pennsylvania.

Project Continuation and/or Future Implications: The project will continue in a third year. Twenty-six programs from years one and two will be offered additional training and five new sites will be added. TLC (Tutors of Literacy in the Commonwealth) will add AIM to its training curriculum.

Conclusions/Recommendations: A third year in Pennsylvania for the AIM is necessary. It has been well received by those programs who have committed to piloting it and have assisted in collecting and sharing information relevant to its use in their programs. It is a sound assessment system which connects measurement with instruction, using a competency-based life skills curriculum. However, we are still unable to establish that student progress data can be collected and aggregated in sufficient numbers across programs. Until this can occur, we are unable to recommend that the PDE offer the AIM as an alternative or auxiliary assessment to Pennsylvania volunteer-based literacy programs.

Additional Comments: The AIM and this final report are intended for use by administrators, program staff, and tutors in volunteer-based literacy programs.

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Section 1

Project Team

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Debbie Thompson, Program Manager
Greater Pittsburgh Literacy Council

Debbie Thompson, MA, Program Manager for Greater Pittsburgh Literacy Council, supervises ten area literacy offices in Allegheny County. In addition to her supervisory role, Debbie leads the agency's Program Improvement Team and is a part of the regional implementation team. She is also a member of the state-wide evaluation team currently in its second year of evaluating Pennsylvania's professional development system, is the First Vice-Chairman for Tutors of Literacy in the Commonwealth, and is a trainer for the EQUAL data sharing strand. Debbie is a certified Laubach supervising trainer and has worked in education for seventeen years.

Karen Mundie, Program Director
Greater Pittsburgh Literacy Council

Karen Mundie, MA, Program Director for Greater Pittsburgh Literacy Council, has been a literacy professional for twenty-four years and program director for seven. Karen supervises a support staff of fifteen and has directed a number of exemplary 353 projects including one which brought tutor training expertise to other literacy programs in Pennsylvania. She is the Second Vice-President of the Pennsylvania Association for Adult and Continuing Education and is the lead trainer for the EQUAL data sharing strand. Karen is also a part of the regional implementation team and has worked on a national project designed to document success in literacy programs, the What Works Literacy Partners.

Michelle Joyce, Reading Specialist
Greater Pittsburgh Literacy Council

Michelle Joyce, MS, Reading Specialist for Greater Pittsburgh Literacy Council, has led the agency's reading program for seven years. Michelle has directed previous 353 projects including a research project on the place of literacy council's in workplace education. She is a statewide trainer in the areas of 1)assessment and 2)adults with learning differences and is part of a national working group on measuring gains through authentic assessment sponsored by What Works Literacy Partners. Michelle is a member of both the EQUAL training team and the regional implementation team.

Section 2

Project History

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

The Bureau of Adult Basic and Literacy Education awarded Greater Pittsburgh Literacy (GPLC) a 353 grant to pilot a performance based assessment developed in Oregon, AIM (Assessment, Instruction, Mastery), which showed promise as an instrument to measure student progress in volunteer literacy programs. Karen Mundie, Program Director for GPLC, identified two staff members who would lead this project: Debbie Thompson, Program Manager, and Michelle Joyce, Reading Specialist.

The AIM was designed for use with literacy students (basic and ESL) in adult education programs. In this system the student and tutor form a partnership to make decisions on both instruction and assessment using an accomplishment checklist whose items are based on federal Student Performance Levels. They target certain skills for instruction and as each skill is mastered, work together to choose what would best exemplify mastery of that skill. Examples of mastery must be concrete and are attached to a progress summary and placed in a portfolio. When a designated number of skills are mastered, they move on to the next level.

For many beginning and intermediate learners results on standardized assessments do not truly reflect the amount of hard work they and their tutors have invested in the learning process. Often these students and tutors become frustrated because they are unable to see the relationship between their work and the assessment instrument. Although necessary, standardized tests are gross measures that do not show subtle or small incremental changes in skills, and therefore should not be the only method for measuring student performance. In order to help literacy programs better demonstrate learner progress for both themselves, funders, and the tutoring pair, AIM was developed. It is designed to match curriculum with assessment using a technique for collecting information and demonstrating progress--the accomplishment checklist. In this way, assessment can be an on-going, natural part of the learning process.

To implement the AIM project in Pennsylvania, GPLC staff developed a training and prepared support materials. Literacy programs throughout the state were contacted, and those interested in piloting the AIM in their programs received an on-site workshop. Data was collected throughout the year and focus groups met to share ideas and discuss successes and concerns. Staff from Oregon and GPLC have met twice to share their findings and develop a plan for further collaboration and standardization of the process. Through presentations at PAACE Midwinter Conference, institutes, and other regional activities, GPLC has been able to share information about AIM on a state-wide basis and gain the interest of a number of literacy providers.

An attempt is now being made to establish a formalized process for training volunteers on use of the AIM. This must include: how to document mastery, what constitutes evidence, and how to work in partnership with the adult learner. In addition, programs themselves must receive training on how to recognize these elements and provide their volunteers with the necessary support, including additional training, in-services, and materials.

Section 3

Project Plan

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Goal: To identify literacy programs interested in piloting a performance based assessment developed in Oregon and provide the necessary training and support for successful use of this instrument.

Objectives:

1. To train ten new literacy programs in the use of the AIM, an assessment/ accountability instrument developed in Oregon and to provide on-going support and training to the fifteen programs that were trained in 1997-98.

2. To pilot the Oregon project in these 25 programs.

3. To work with the 25 programs on a) an efficient system for collecting and reporting data on student progress and b) using the data collected to inform program improvement initiatives.

4. To match the AIM checklists with an appropriate curriculum using books and materials common to adult literacy programs as well as teacher-made materials.

5. To collaborate with staff from the Portland Community College (developers of the AIM) to inform and improve both our project and the project in Oregon.

6. To make final recommendations to the PDE on the usefulness of the AIM for Pennsylvania volunteer-based adult literacy programs.

These goals and objectives were the basis for this project. They were developed through discussions with staff and outcomes from the previous year.

Section 4

Project Activities

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Objective 1:

To train ten new literacy programs in the use of the AIM, an assessment/ accountability instrument developed in Oregon and to provide on-going support and training to the fifteen programs that were trained in 1997-98.

Activity A: Develop and present a training to new and veteran volunteers on the use of the AIM.
Activity B: Develop materials necessary for implementation of this project in programs receiving training.

Objective 2:

To pilot the Oregon project in these 25 programs.

Activity C: Conduct focus groups to share information on how AIM is being used and discuss concerns, successes, and challenges.
Activity D: Provide materials for programs piloting the AIM project.
Activity E: Develop a tool for collecting information from volunteers and programs using the AIM

Objective 3:

To work with the 25 programs on a) an efficient system for collecting and reporting the data on student progress and b) using the data collected to inform program improvement initiatives.

Activity F: Develop a reporting form for programs to use in collecting and submitting information to GPLC on student assessment and progress on the AIM checklists.
Activity G: Collect sample portfolios from each program participating in the project.
Activity H: Develop follow-up training and procedures based upon data collected.

Objective 4:

To match the AIM checklists with an appropriate curriculum using books and materials common to adult literacy programs as well as teacher-made materials.

Activity I: Develop an activity which demonstrates how student goals, the AIM checklist, and appropriate curriculum can be matched for use in developing well-planned, creative lessons.
Activity J: Prepare a list of teacher-made and life-skills materials which are easy to access.

Objective 5:

To collaborate with staff from Portland Community College (developers of the AIM) to inform and improve both our project and the project in Oregon.

Activity K: Conduct an on-site visit to selected Oregon literacy and community college sites using the AIM.
Activity L: Share information (data and portfolios) collected from programs participating in this project.

Objective 6:

To make final recommendations to the PDE on the usefulness of the AIM for Pennsylvania volunteer-based adult literacy programs.

Activity M: Present data and recommendations to ABLE.

Section 5

Project Results

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Activity A: Develop and present a training to new and veteran volunteers on the use of the AIM.

During the first year of this project a training was developed and presented to fifteen literacy councils throughout Pennsylvania. After reviewing questionnaires which programs completed at the end of the year, and after considering information from focus groups, revisions were made. Included were more activities focussing on collection of evidence and demonstration of mastery as well as a lesson planning activity and an activity which assisted the volunteers in understanding the idea of tutoring as a partnership. The revised training was presented to eleven new programs and eight programs from the previous year. All fifteen first year programs were contacted, but some felt they could not continue into a second year due to other demands on their time.

Activity B: Develop materials necessary for implementation of this project in programs receiving training.

A master set of AIM guides (see Appendix 1) was provided to each program receiving training. All were given an order form to order additional guides and portfolio covers as needed. Packets were prepared for those receiving training and contained sample AIM guides for basic and ESL, an overview of what AIM is, a 2-page sample portfolio outline, and a list of curriculum resources.

Activity C: Conduct focus groups to share information on how AIM is being used and discuss concerns, successes, and challenges.

In May focus groups were set up in collaboration with GPLC and staff from programs participating in this project. The purpose was to find out what some of the successes and challenges had been while using the AIM with adult learners and to obtain any suggestions volunteers and programs may have for changes to the process. Three issues arose from these meetings. The first was the need to build success rather quickly when using the AIM. Several volunteers mentioned that it is best to begin with a skill which interests the student and which can be mastered in short time in order to build a desire to continue working with the AIM. Success builds success and the student embraces the AIM as something he/she can do well.

The second issue concerned the amount of paperwork required with the AIM. Many tutors and students are not in the practice of maintaining portfolios or documenting progress so have found the process cumbersome. The need to make the portfolio a

shared responsibility between student and tutor was discussed at length. Paperwork is a fact when using AIM and there is little leeway for change.
The third issue was an observation made by GPLC staff. There is still a lot of confusion regarding how to report mastery of a skill and what can or may be included as evidence. When this was observed at the first focus group, several handouts were prepared for subsequent groups. One handout gave numerous examples of how to document progress and what constitutes mastery. Two more handouts demonstrated the process of documentation and what could be included in the portfolio. This seemed to be the missing link between training and actually putting the AIM to use.

Activity D: Provide materials for programs piloting the AIM.

Activity E: Develop a tool for collecting information from volunteers and programs using the AIM.

Two questionnaires were developed, one for the program staff and one for volunteers. The purpose was to find out 1)how AIM is being used, 2)if progress is being made, 3) if there has been any difficulty in using the AIM, 4) how program implementation has occurred, and 5) if the training prepared tutors and staff for using the AIM. A summary of those responses is located in Appendix 2, *Summary of Responses to AIM Questionnaires.*

Activity F: Develop a reporting form for programs to use in collecting and submitting information to GPLC on student assessment and progress on the AIM checklists.

A *Test Record Form,* Appendix 3, was developed to gather information on how standardized assessment and progress on the AIM correlate. Each program was provided several copies of this form and asked to complete it for each student who was using the AIM and was post-tested. The results were limited. Most programs were unable to post-test most of the students using the AIM. This could have been due to time restraints-forms were returned to GPLC by early June--or the fact that turnover in literacy programs is high. Out of 141 students reported as using the AIM, twelve progressed one or more levels. Again, time was a factor. Since most of the programs had just five or six months to implement the AIM, and since those using it were primarily beginning level students, progress is slow. Of the twelve for whom changes in level were reported, most were either not post-tested or scores weren't recorded. One student who had a four point gain on the CASAS moved from Pre-Beginning to the Beginning AIM checklist.

Activity G: Collect sample portfolios from each program participating in the project.

All programs participating in AIM training were asked to submit one sample portfolio from their programs. The portfolio need not be completed but should represent what that program considers an appropriate portfolio--one which sights mastery of skills and documents evidence in the manner demonstrated during training.

There were obvious strengths and weaknesses in the portfolios collected. Some programs appear to understand better than others the way in which evidence should be documented and what constitutes evidence. Those portfolios which best presented demonstrated mastery of a skill contained some or all of the following: 1)two examples of evidence, 2) use of life skills materials as evidence, 3) use of behavioral terms when documenting mastery, 4) evidence labeled so that it correlates with what is recorded on the Student Progress Summary, 5) applicable examples of evidence, 6) use of the Goal Setting page, and 7) allowing for an adequate amount of time to pass between first and second documentation.

Those portfolios with obvious weakness contained the following: 1) two examples of evidence of one skill documented on the same day, 2) no Student Summary page, 3) examples of evidence missing, 4) documentation of skill practice rather than mastery, and 5) evidence all of the same type (IE same form completed twice).

Activity H: Develop follow-up training and procedures based upon data collected.

After reviewing the portfolios and data collected from programs participating in the project, and after conducting focus groups and individual interviews, GPLC staff are in the process of reviewing both its training and support structures for participating programs. Some of the necessary changes were already implemented during latter focus groups and other training opportunities such as the Teaching and Learning Institute and the Inter-Regional Conference. These changes must now be transferred back to the programs using the AIM.

Activity I: Develop an activity which demonstrates how student goals, the AIM checklist, and appropriate curriculum can be matched for use in developing well-planned, creative lessons.

A lesson planning activity was incorporated into year two training. This activity involved developing a ninety minute lesson plan which included student goals, the

assigned AIM checklist, and the appropriate textbook. Participants were asked to work in groups of 3-5 for approximately 20 minutes then share their lesson plan with the group. Responses to this activity were overwhelmingly positive and gave participants ideas on how to integrate all three components into one well organized lesson. A sample of this activity is included in Appendix 4.

Activity J: Prepare a list of teacher-made and life skills materials which are easy to access.

List of *Curriculum Resources* located in Appendix 5.

Activity K: Conduct an on-site visit to selected Oregon literacy and community college sites using the AIM.

During the summer of 1999 a GPLC staff member visited Oregon and met with the Director of the AIM Project and some of her coordinators who are using the AIM. The purpose of this visit was to see how these programs have incorporated AIM into their practices and into their tutor training. Oregon's success has been limited, and it was discovered that Pennsylvania has taken a lead in use of the AIM assessment.

Activity L: Share information (data and portfolio) collected from programs participating in this project.

Following the first year of piloting the AIM Project, it was decided that Pennsylvania would assist Oregon in its collection of assessment information (correlating standardized test scores to AIM levels). GPLC created its Test Record Form and shared this information with Oregon. GPLC also gathered sample portfolios which were taken to Oregon during the on-site visit. The Oregon coordinator was pleased to have these and felt that they reflected active and accurate use of the AIM.

Oregon had indicated that they would be working on one feature of the AIM which has to be changed--examples of evidence on the checklist. Both Oregon and Pennsylvania are very interested in standardizing this segment of the AIM. It is something both volunteers and programs have requested, and is something which would make the process easier to use and more uniform. Unfortunately, Oregon was unable to make any changes, so much of the site visit was devoted to planning a collaborative effort to complete this change within the next year.

Activity M: Present data and recommendations to ABLE.

Findings and recommendations were compiled and used to generate this report.

Section 6

Project Recommendations

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

In this project year (1998-99), GPLC staff trained 190 volunteers and staff from twenty programs (and one satellite program) in the use of the AIM Project. Eleven of these programs were new to the project this year. The training was revised from the first year to include more information on mastery and collection of evidence and a lesson planning activity was included. The training was also presented at PAACE Midwinter Conference, the Teaching and Learning Institute, and the Inter-Regional Conference sponsored by the SWPDC and NWPDC.

All programs piloting the AIM were asked to complete a "Test Record Form" which tracks pre and post-test scores with the level of AIM assigned the student. Although instructions were given, the results were limited. As discussed earlier, one reason may have been a lack of sufficient time to do a fifty hour post-test. Another reason may be that many literacy programs serving low level learners are simply not administering standardized assessments because these assessments often do not show consistent or useable results with this population.

Recommendation: To continue to collect Test Record Forms on an on-going basis rather than at the end of the program year. Programs interested in continuing to pilot the AIM will be ask to submit these forms on a quarterly basis as students are post-tested so that the process is seen as continuous rather than year to year. It is important that programs involved in this process see it as on-going rather than something which begins and ends each program year.

Portfolios were also collected at the end of the second year of the project. It was evident from the content of the portfolios that understanding of the process was not complete. There were a number of reasons for this. Among them are insufficient evidence, lack of documentation on summary sheets, evidence which did not correspond to documentation, and documentation which did not state how mastery occurred.

Recommendation: To focus year three training on lesson planning and documentation of evidence. Included will be definitions of mastery, how mastery can be demonstrated, and, once demonstrated, how it must be documented on the Student Progress Summary. Training for staff must include methods for providing support and instruction to volunteers using the AIM. Programs making AIM a part of the tutoring process, including it with students goals and assigned curriculum, will be encouraged to include AIM as part of their tutor training.

In order to standardize the process for collecting evidence and documenting mastery of skills, the "Examples of Evidence" section on the AIM checklists must be standardized. Both Oregon and GPLC staff agree that this is important to the

process, and it is something which volunteers have indicated a need for during focus groups and individual interviews.

Recommendation: To standardize the "Examples of Evidence" section of the AIM checklists by selecting 4-5 examples for each skill and requiring that two be chosen when documentation of mastery occurs. In order for this to happen, several things must take place both in Pennsylvania and Oregon. The first is to establish focus groups with volunteers who have and are using the AIM and have accurately followed the documentation process. The groups will collect lists of "evidence" of each skill and identify those which have worked well for these volunteers when demonstrating mastery of a skill.

The second will be to continue to collect portfolios from programs for this same purpose, i.e. identifying exemplary examples of evidence. Once this is done, a team will have to be selected from Pennsylvania and Oregon to choose those examples which will be included on the revised AIM checklists.

Once volunteers are limited to certain choices and, at the same time, given more examples to choose from, the problems with lack of evidence or evidence which doesn't relate to a certain skill should be minimal.

Over the past two years, twenty-six programs have received training and support on using the AIM. Some have instituted this process program-wide while others have submitted no reports or paperwork to share what is happening in their programs. A few have made the decision not to continue using the AIM. In year three an additional five programs will receive training. GPLC will continue to offer training and support to all programs and will attempt to collect the necessary paperwork as a means of gathering information and making decisions on the viability and direction of the AIM project.

Recommendation: To intensify training, support, and collaboration with five programs who have demonstrated a strong interest in making the AIM a vital part of their tutoring programs. In order to form focus groups and collect the information needed to make the AIM process successful, it has become apparent that a quality approach is needed. Therefore, it is the intention of GPLC to form stronger ties with selected programs who have expressed an interest in AIM and have shown, through their responses to requests for information (questionnaires, test report forms, portfolios), that they want the AIM Project to succeed in Pennsylvania.

Final Recommendation: To continue piloting the AIM Project in Pennsylvania. GPLC has a vested interest in continuing to pilot the AIM. Many programs piloting the AIM have made changes in their tutor training to accommodate the AIM and have expressed an interest in obtaining further training

from GPLC staff during year three (1999-00). GPLC and several other programs have taken the AIM program-wide for those students for whom AIM is appropriate, and it is expected that more programs will do likewise. It is important that literacy programs have a tool other than just standardized tests to demonstrate student accomplishments. AIM could be that tool if given sufficient time to collect information and make revisions which could make this a useful accountability instrument for both programs and the PDE.

Appendix 1

AIM

ASSESSMENT, MASTERY, AND INSTRUCTION

GUIDES FOR INSTRUCTION

ADULT BASIC SKILLS

Pre-Beginning Basic Skills
Beginning Basic Skills
Intermediate Basic Skills
Advanced Basic Skills

ENGLISH AS A SECOND LANGUAGE

Beginning ESL
Advanced Beginning ESL
Intermediate ESL
Advanced ESL

SKILLS TO BE LEARNED SUMMARY
Adult Basic Skills Student Levels

PRE-BEGINNING BASIC SKILLS/INTRODUCTION

1. Student can read and write own name.
2. Student can read and write own name, address, and phone number.
3. Student can recognize family members' names in writing.
4. Student can dictate 3-5 sentence paragraph to tutor.
5. Student can recognize 60% of the words in dictated paragraph.
6. Student can read and write the letters of the alphabet.
7. Student can write and order symbols for numbers.
8. Student can locate and dial emergency telephone numbers.
9. Student can use U.S. coins and currency.
10. Student can obtain a library card and understand its uses.
11. Student can use a variety of measuring tools.
12. Student can tell time.
13. Student can read the prices of items in ads and on shelves, and can add/subtract items.
14. Student can describe personal learning style.
15. Student can demonstrate the use of a calculator to solve addition and subtraction problems.
16. Student knows what community resources are available and how to access them.

BEGINNING BASIC SKILLS

1. Student can use written directions and a map to find a destination.
2. Student can fill out a form requiring 3-5 items of personal information.
3. Student can write and interpret large numbers.
4. Student can determine correct change in purchasing transactions.
5. Student can identify sources for job searches and how to use them.
6. Student can write short personal letters to friends and family.
7. Student can accurately keep a calendar.
8. Student can ask for, give, follow and clarify information.

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9. Student can identify the main idea in a paragraph.

10. Student can interpret a medical label.

11. Student can read and follow a recipe using fractional measurements.

12. Student can use various scales and gauges.

INTERMEDIATE BASIC SKILLS

1. Student can find information in commonly used reference materials such as a telephone book or dictionary.

2. Student can record telephone messages.

3. Student can use classified ads to find sales and determine best buys.

4. Student can fill out medical and job application forms.

5. Student can complete a written order form for a purchase.

6. Student can purchase goods and services using coupons.

7. Student can interpret different types of schedules.

8. Student can keep and use a weekly schedule.

9. Student understands the use of indexes, table of contents, and headings.

10. Student can interpret a paycheck stub.

11. Student can read and respond to a bill.

12. Student can read and interpret food labels.

13. Student can maintain a checking account.

14. Student understands the use of decimals, fractions, and percentages.

15. Student can round to nearest hundreds and thousands.

16. Student can estimate costs.

ADVANCED BASIC SKILLS

1. Student can gather information for a report.

2. Student can list facts to support a topic.

3. Student can express an opinion about a current event.

4. Student can plan and budget a trip.

5. Student can interpret charts and graphs.

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6. Student can write a business le r.

7. Student can research and evaluate potential jobs.

8. Student can prepare a resume'.

9. Student can identify and calculate income tax information.

10. Student can calculate the area of a room.

11. Student can estimate annual costs of owning a car.

12. Student can read and discuss contracts.

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ADULT BASIC SKILLS

Beginning Basic Skills

GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

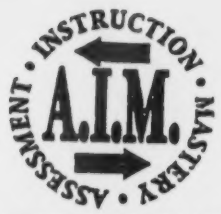
_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
BEGINNING BASIC SKILLS

Profile: Reading Grade Level 2.0-3.9, CASAS Reading Level 201-210, Holistic Writing 1

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (10)** of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can use written directions and a simple map to find a destination.	Student can use a map and descriptive material to explain how to reach a destination.
2.___	Student can fill out a form requiring 3-5 items of personal information.	Student fills out an application for services, credit, or a membership.
3.___	Student can write and interpret large numbers.	Student can demonstrate how to write symbolic dollar amounts for varying sizes of checks.
4.___	Student can determine correct change in purchasing transactions.	Student can add up small purchases and determine change from a twenty dollar bill.
5.___	Student can identify sources for job searches and how to use them.	Student can match skills and capabilities to jobs in want ads.
6.___	Student can write short personal letters to friends and family.	Student writes a letter to a friend using appropriate format.
7.___	Student can accurately keep a calendar.	Student shares his/her appointment book or calendar. Demonstrates how he/she keeps track of appointments.
8.___	Student can ask for, give, follow, and clarify information.	Student can describe a process to someone else. (hobby etc.)
9.___	Student can identify the main idea in a paragraph.	Student can explain a short story or an article.
10.___	Student can interpret a medical label.	Student, when given medicine bottles, can identify and understand key information on medicine labels.

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SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can read and follow a recipe using fractional measurements.	Student correctly measures ingredients for a recipe.
12.___ Student can use various scales and gauges.	Student describes when scales and gauges might be used. Demonstrates the use of a scale and gauge.

ADDITIONAL COMMENTS & CONCERNS:

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

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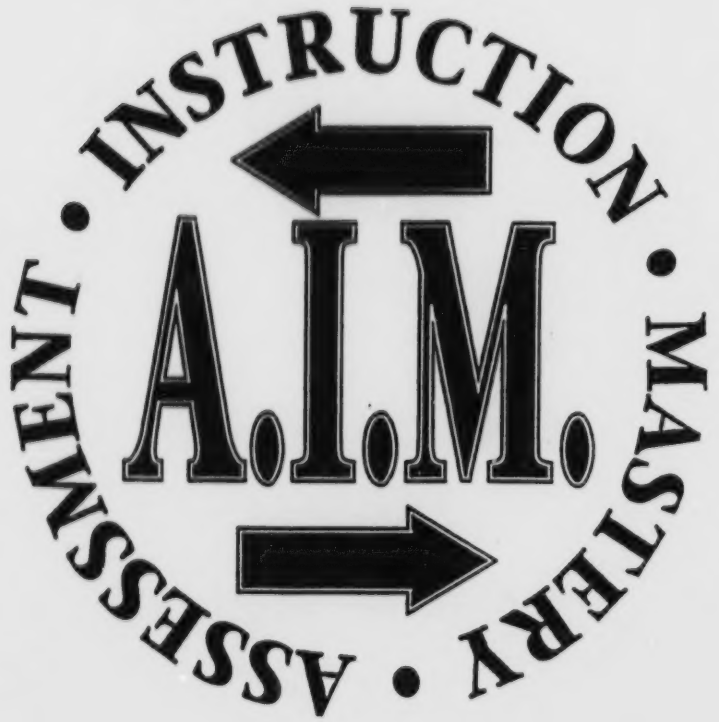
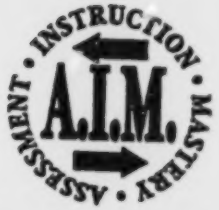
ADULT BASIC SKILLS



Pre-Beginning Basic Skills/Introduction



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

EVALUATE YOUR GOAL ..... Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

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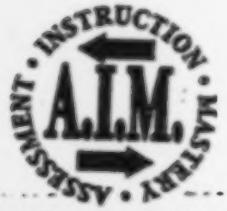
_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
PRE-BEGINNING BASIC SKILLS/PRE LITERACY

Profile: Reading Grade Level 0 -1.9, CASAS Reading Level 199 & below, Holistic Writing 0-1

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **75% (12)** of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can read and write own name.	Student signs registration or test form.
2.___	Student can read and write own name, address, and phone number.	Student puts name, address, and phone number on registration form.
3.___	Student can recognize family members' names in writing.	Student dictates sentences that include family names and reads them back to tutor.
4.___	Student can dictate 3-5 sentence paragraph to tutor.	Student dictates a paragraph to the tutor about a personal experience or other chosen topic.
5.___	Student can recognize 60% of the words in dictated paragraph.	Student responds with correct answer as words are pointed to.
6.___	Student can read and write the letters of the alphabet.	Student writes the letters of the alphabet into a blank book.
7.___	Student can write and order symbols for numbers.	Student writes numbers onto a blank calendar page.
8.___	Student can locate and dial emergency telephone numbers.	Student locates an emergency telephone number in the phone book and describes what he/she would say when making a call.
9.___	Student can use U.S. coins and currency.	Student identifies items to be pur chased in newspaper ads. Student gives tutor appropriate amounts of money for selected items.
10.___	Student can obtain a library card and understand its uses.	Student shows card and discusses how he/she plans to use it.

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SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can use a variety of measuring tools.	Student measures a variety of liquids, solids, and temperatures using the right tools.
12.___ Student can tell time.	Student reads differing time settings on numerical and digital clocks.
13.___ Student can read the prices of items in ads and on shelves, and can add/subtract items.	Student reads prices from tags or in ads and determines cost and differences in costs of two items.
14.___ Student can describe personal learning style.	Student describes to tutor how he/she learns best in reference to a learning styles inventory.
15.___ Student can demonstrate the use of a calculator to solve addition and subtraction problems.	Student solves everyday life addition and subtraction problems using a calculator.
16.___ Student knows what community resources are available and how to access them.	Student discusses resources they may need to use and how they would access them.

ADDITIONAL COMMENTS &CONCERNS:

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

BEST COPY AVAILABLE

Student Name_____ Tutor Name_____

Period covered from_____ to_____ # of Tutoring Hrs._____

Tutoring Site_____ Student Level_____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page:_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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SKILL TO BE LEARNED_____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

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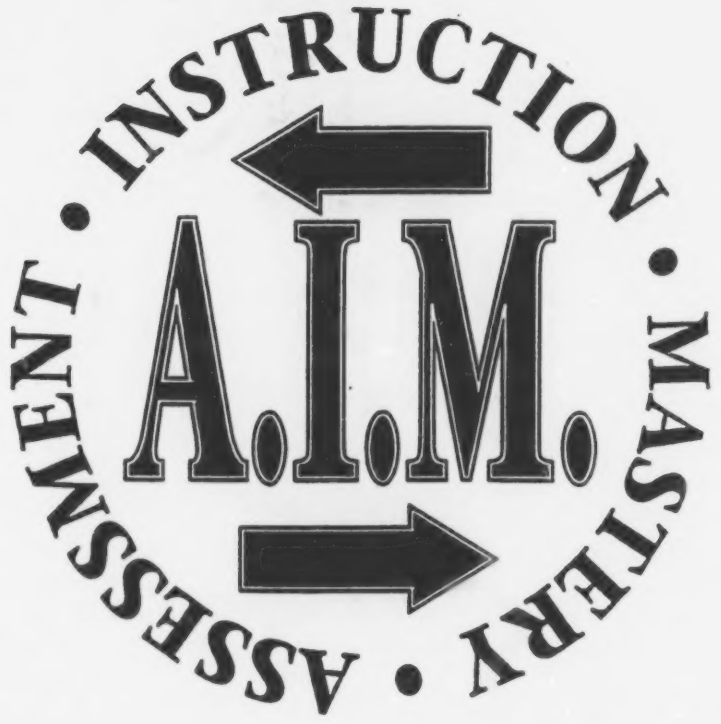
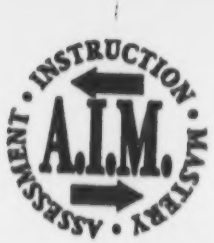
ADULT BASIC SKILLS



Intermediate Basic Skills



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

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STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

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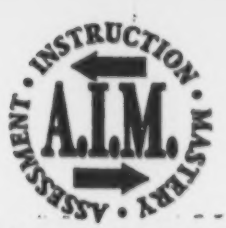
STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
INTERMEDIATE BASIC SKILLS

Profile: Reading Grade Level 4.0-5.9, CASAS Reading Level 211-220, Holistic Writing 2

INSTRUCTIONS:

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. (page 5)
3. Record the dates that your student demonstrates evidence of learning (page 5)
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 80% (13) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can find information in commonly used reference materials such as a telephone book or dictionary.	Student can use yellow pages to locate a service.
2.___	Student can record telephone messages.	Student role plays answering the phone and taking a message.
3.___	Student can use classified ads to find sales and determine best buys.	Student compares prices of like items in a number of ads and chooses best buy.
4.___	Student can fill out medical and job application forms.	Student fills out a sample form.
5.___	Student can complete a written order form for a purchase.	Student fills out a catalog order form.
6.___	Student can purchase goods and services using coupons.	Student creates sample grocery list and collects coupons for it.
7.___	Student can interpret different types of schedules.	Student explains how to use a TV guide.
8.___	Student can keep and use a weekly schedule.	Student uses a calendar to plan the next week.
9.___	Student understands the use of indexes, table of contents, and headings.	Student can find selected chapters by using a table of contents.
10.___	Student can interpret a paycheck stub.	Student defines and explains terms on paycheck stub.

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GUIDE FOR INSTRUCTION: INTERMEDIATE BASIC SKILLS

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can read and respond to a bill.	Student explains a bill and writes a check.
12.___ Student can read and interpret food labels.	Student demonstrates understanding of nutritional information on food labels.
13.___ Student can maintain a checking account.	Student fills out a deposit slip and enters information into checkbook ledger.
14.___ Student understands the use of decimals, fractions, and percentages.	Student demonstrates how to leave an appropriate tip in a restaurant.
15.___ Student can round to nearest hundreds and thousands.	Student uses newspaper ads to demonstrate ability to round prices to the nearest hundreds and thousands.
16.___ Student can estimate costs.	Student estimates costs of returning to school for a year.

ADDITIONAL COMMENTS & CONCERNS:

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STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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Student Name _____ Tutor Name _____

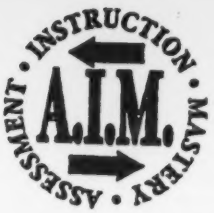
Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

ADULT BASIC SKILLS

Advanced Basic Skills



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

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STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

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STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

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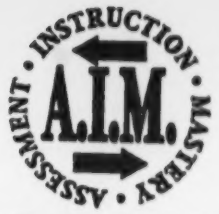

GUIDE FOR INSTRUCTION
ADVANCED BASIC SKILLS

Profile: Reading Grade Level 6.0-8.9, CASAS Reading Level 221-235, Holistic Writing 3

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (10)** of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can gather information for a report.	Student chooses a topic and researches it.
2.___	Student can list facts to support a topic.	Student reads an article and lists the main ideas.
3.___	Student can express an opinion about a current event.	Student writes a letter to the editor.
4.___	Student can plan and budget a trip.	Student plans and budgets for a trip.
5.___	Student can interpret charts and graphs.	Student explains a chart or graph from the newspaper.
6.___	Student can write a business letter.	Student writes a letter to a business.
7.___	Student can research and evaluate potential jobs.	Student researches duties, wages, and requirements for a job.
8.___	Student can prepare a resume'.	Student writes resume'.
9.___	Student can identify and calculate income tax information.	Student uses paycheck stub to estimate annual withholding .
10.___	Student can calculate the area of a room.	Student calculates the cost for carpeting a room.
11.___	Student can estimate annual costs of owning a car.	Student chooses a car from a classified ad and estimates annual costs.
12.___	Student can read and discuss contracts.	Student reads and explains a rental agreement.

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILLS TO BE LEARNED SUMMARY
ESL Student Levels

BEGINNING ESL

1. Student can express lack of understanding.
2. Student can demonstrate the concept of same and different.
3. Student knows that English words are written left to right and top to bottom and can physically demonstrate this.
4. Student can give name, address, phone number (may be an emergency number) and name of nearest relative.
5. Student can correctly dial a written telephone number.
6. Student can recognize basic survival signs and the actions they request: i.e.,restrooms, traffic lights.
7. Student can give English names of primary and secondary colors.
8. Student can identify US money, both coins and bills.

ADVANCED BEGINNING ESL

1. Student can estimate the cost of 2 or 3 items.
2. Student can tell time using both an analog and digital clock.
3. Student can use a calendar for various purposes.
4. Student can respond to "who," "what," "where," and "when" questions.
5. Student can identify body parts and describe symptoms of personal or family illness.
6. Student can ask for help, either face-to-face or by phone(#911) in an emergency.
7. Student can respond both orally and in writing to questions regarding name, address, and phone number.
8. Student can identify traffic lights and other pedestrian symbols and signs.

INTERMEDIATE ESL

1. Student knows how to cash a check and present appropriate identification.
2. Student can address an envelope, including address and return address.
3. Student can fill out personal information forms: i.e., medical, job, school registration, credit application.
4. Student can respond orally to questions regarding past education and work experiences.

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5. Student can clearly identify himself/herself on the phone and ask for the person with whom he/she wishes to speak to in order to make or change appointments; i.e., medical, business, dental, tutoring.

6. Student can ask questions concerning the location and prices of several items in a store.

7. Student can find and identify grocery store items, their usage, and expiration dates.

ADVANCED ESL

1. Student knows process for opening a bank account and recording checks.

2. Student can contact a potential employer concerning a job by telephone or in person.

3. Student knows appropriate interview techniques and behaviors.

4. Student can identify personal qualities and social behavior expected in the American workplace.

5. Student can read and interpret paycheck stub, including gross, net, and deductions.

6. Student can discuss future goals and means of attaining them.

7. Student knows processes for communicating with children's school and teachers.

8. Student understands tasks that require obtaining licenses.

9. Student can locate community resources that he/she may need to access.

10. Student can compare prices or quality to determine the best buys for goods and services in a variety of settings.

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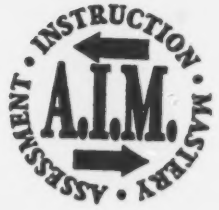
ENGLISH AS A SECOND LANGUAGE

Beginning ESL



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

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STEP #6

EVALUATE YOUR GOAL ..... Keep in mind the GOAL that you have selected as you go through this checklist.

_____ The goal is SELF-CHOSEN.

_____ The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____ The goal EXCITES you! You can't wait to get going on it!

_____ The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____ The goal is MEASURABLE; you will be able to see and evaluate your progress.

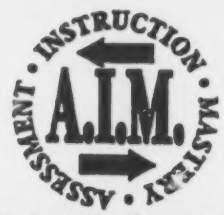
_____ The goal is Realistic; it's challenging but still achievable.

_____ The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
BEGINNING ESL

Profile: Student Performance Level (SPL) Oral 0-1

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **75% (6)** of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can express lack of understanding.	Student regularly informs tutor when he/she cannot understand or asks that information be repeated.
2.___	Student can demonstrate the concept of same and different.	Student can put cards or pictures of same shapes, letters, numbers or colors together. When asked to find ones that are different, can do so.
3.___	Student knows that English words are written left to right and top to bottom and can physically demonstrate this.	Student can demonstrate , through physical movements or reading, action from left to right and from top to bottom.
4.___	Student can give name, address, phone number (may be an emergency number) and name of nearest relative.	Student, when asked, can respond orally, produce already written responses to questions regarding basic personal information and identification (name, address, phone number, and how to contact relative or friend in case of an emergency).
5.___	Student can correctly dial a written telephone number.	Student, when given a phone and a written phone number, can dial and/or use buttons to get correct number.
6.___	Student can recognize basic survival signs and the actions they request; i.e., restrooms, traffic lights.	Student, when shown basic international signs, can verbally or non-verbally give the correct meaning; i.e., when shown men's and women's restroom signs can distinguish between the two.
7.___	Student can give English names of primary and secondary colors.	Student, when shown various colors, can correctly identify name of color and match them to objects.
8.___	Student can identify US money, both coins and bills.	Student can give correct currency needed to purchase items from ads.

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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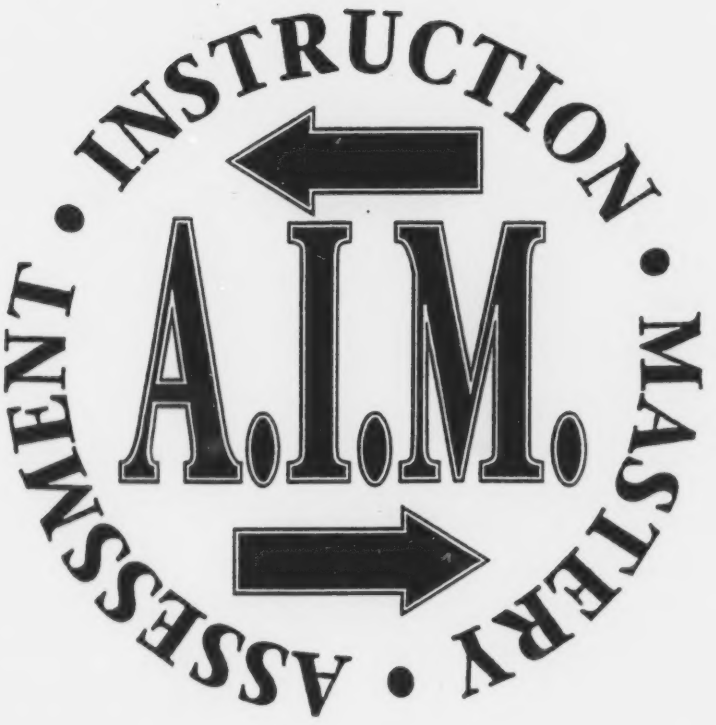
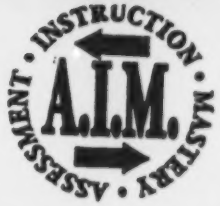
ENGLISH AS A SECOND LANGUAGE



Advanced Beginning ESL



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

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STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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V Meneses 12/2/97 A.I.M. Supplement

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

EVALUATE YOUR GOAL ..... Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

Profile: Student Performance Level (SPL) Oral 2-3

INSTRUCTIONS:

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80%** (6) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can estimate the cost of 2 or 3 items.	Student can approximate the total cost of 2 or 3 items to the nearest dollar.
2.___	Student can tell time using both an analog and digital clock.	Student can respond orally and in writing to questions about time.
3.___	Student can use a calendar for various purposes.	Student, when given a calendar, can find months, days of the week, and dates in response to oral cues.
4.___	Student can respond to "who," "what," "where," and "when" questions.	Student responds appropriately to the following questions: "What is this?" "Where are you from?" "Who is standing?" A one word response is acceptable.
5.___	Student can identify body parts and describe symptoms of personal or family illness.	Student can identify body parts as tutor points to them. During role-play the student answers questions: "What hurts?" "Where does your_____ hurt?" "What is wrong?"
6.___	Student can ask for help, either face-to-face or by phone (#911) in an emergency.	Student, in a role play, can dial 911 and give appropriate information for emergency situations such as fire, illness, or theft.
7.___	Student can respond both orally and in writing to questions regarding name, address, and phone number.	Student, when given an information form, can complete it with appropriate information and can respond to it orally.
8.___	Student can identify traffic lights and other pedestrian symbols and signs.	Student, when shown the symbols, can demonstrate appropriate action.

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

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Student Name_____ Tutor Name_____

Period covered from _____ to _____ # of Tutoring Hrs._____

Tutoring Site_____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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ENGLISH AS A SECOND LANGUAGE

Intermediate ESL

GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH.....
List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

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STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

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Profile: Student Performance Level Oral (SPL) 4-6

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 80% (6) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student knows how to cash a check and present appropriate identification.	Student role plays cashing a check.
2.___	Student can address an envelope, including address and return address.	Student, when given an envelope, places address and return address in correct mailing position.
3.___	Student can fill out personal information forms; i.e., medical, job, school registration, credit application.	Student demonstrates filling out 2-3 forms accurately.
4.___	Student can respond orally to questions regarding past education and work experiences.	Student can describe where he/she previously worked, for whom, how long, how many years of schooling , and any special training.
5.___	Student can clearly identify himself/herself on the phone and ask for the person with whom he/she wishes to speak to in order to make or change appointments; i.e., medical, business, dental, tutoring.	Student, in a role play, states own name and name of a particular person he/she wants to speak with, such as store manager, nurse, potential employer, etc.
6.___	Student can ask questions concerning the location and prices of several items in a store.	Student, in a role play, asks for five specific items, their locations, and either asks for prices or finds prices using questions such as "Where can I find____?" or "How much is ____?"
7.___	Student can find and identify grocery store items, their usage, and expiration dates.	Student identifies various grocery store items, understands their usage, and finds the expiration date on the packaging.

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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SKILL TO BE LEARNED _____

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EXAMPLES OF EVIDENCE:

DATE: _____ **1.** _____

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DATE: _____ **2.** _____

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Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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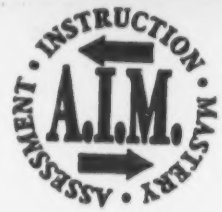
ENGLISH AS A SECOND LANGUAGE

Advanced ESL



GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

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STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

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STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

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STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

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STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

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STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

Profile: Student Performance Level (SPL) 7-9

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (8)** of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student knows process for opening a bank account and recording checks.	Student, when given a sample check-book record form and samples of written checks, can fill in checkbook record form.
2.___	Student can contact a potential employer concerning a job by telephone or in person.	Student, using the telephone book or newspaper ads, can locate a potential employer and in a role play, call that employer and ask questions such as "How can I apply for the position?" "What skills does the job require?"
3.___	Student knows appropriate interview techniques and behaviors.	Student, in a role play, can dress appropriately, use appropriate greetings and body language, and can respond to questions about previous employment and employment goals.
4.___	Student can identify personal qualities and social behavior expected in the American workplace.	Student will discuss orally at least two personal qualities or behaviors which are expected in the American workplace.
5.___	Student can read and interpret paycheck stub, including gross, net, and deductions.	Student, when given a sample pay stub, can identify the deductions and evaluate the validity of the calculations.
6.___	Student can discuss future goals and means of attaining them.	Student can ask and answer questions about future plans, interests, qualifications, and skills needed to achieve goals. as "What should we do about....?"

(CONTINUED ON NEXT PAGE)

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SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
7.___ Student knows processes for communicating with children's school and teachers.	Student, in a role play, can ask questions such as "How is my child doing?" "Is she/he having any problems?" Can also ask clarification questions such as "Are you saying that....?" and follow-up questions such as "What should we do about....?"
8.___ Student understands tasks that require obtaining licenses.	Student, when shown a list of tasks, can identify those that require licenses.
9.___ Student can locate community resources that he/she may need to access.	Student, using appropriate directories, can locate resources for services such as child care, schools, employment services etc. In a role play, can ask for information regarding services or policies of one or more service provider.
10.___ Student can compare prices or quality to determine the best buys for goods and services in a variety of settings.	Student, when shown ads for a simular item, can determine the best buy and explain the decision.

ADDITIONAL COMMENTS & CONCERNS:

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STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____ **1.**_____

DATE:_____ **2.**_____

BEST COPY AVAILABLE

Student Name_____ Tutor Name_____

Period covered from_____ to_____ # of Tutoring Hrs._____

Tutoring Site_____ Student Level_____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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SKILL TO BE LEARNED_____

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EXAMPLES OF EVIDENCE:

DATE:_____1._____

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DATE:_____2._____

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Appendix 2

Summary of Responses to AIM Questionnaires

Volunteers/Practitioners

* 25% of those receiving questionnaires responded.

* 59% of those responding indicated that they have been able to integrate AIM into their lessons on a regular basis. The degree to which they use it varies. Some tutoring pairs choose several skills to work on over a certain period of time. Some plan their lessons around the AIM skills. Others try to incorporate skills on the AIM checklists with those in their primary textbook. This seems to be the predominant way in which the AIM is used. Still others are struggling due to the student's ability (low level)or their lack of training in lesson planning.

* 52% of those responding report that their students have made progress on the AIM. Although most tutors have only been using the AIM for 4-5 months prior to receiving the questionnaire, many did report gains at some level: one student with a long record of absenteeism, has hardly missed a session since they began using AIM; several students have mastered two or three skills on the checklist; confidence has increased for both tutors and students; and improved writing and map reading skills are being developed.

  Those tutors who had difficulty in recording progress say it is often due to retention issues. Lower level students often have retention problems and if they miss sessions or a skill is not used repeatedly, they can forget what they learned and must be retaught. This appears to be a roadblock for some tutors.

* 41% of those responding said they had no difficulty in documenting evidence of mastery while another 18% reported problems with this. 41% did not respond to this question. Some tutors felt that this was just extra paperwork and others felt the need for more examples, perhaps even a sample to use when recording mastery. In looking over portfolios from various programs, it is evident that there is difficulty even at the program end in how to determine when to document mastery, what to use to document mastery, and how to actually put in writing how mastery was demonstrated.

* 41% of those responding stated that a true partnership between tutor and student occurred when using the AIM. Another 41% had no response. Some tutors reported that student and tutor do goal setting together, selecting those skills which are of interest to the student or relate to skills they are working on in the text.

One tutor who has worked with her student for a year said of the AIM, "we have really been a team; AIM has given us a road map of where we're trying to go." Those who have not had success in forming this partnership say it is due to lack of student interest, poor student attendance, or the ability level of the student.

* 59% said that the training prepared them for using the AIM while 7% said it did not and 34% did not respond. Most tutors said that the training was well done and prepared them for using the AIM. It was a good overview of this assessment, but many requested additional training once they began using the AIM. Some tutors pointed out something which we have already discovered--if training on the use of the AIM is a sequel to or part of tutor training, the process seems to work much better.

* 37% said they did not need additional training, 22% said they did and 41% did not respond. Even though many did not see a need for additional training, they did want more guidance on lesson planning and a forum for exchanging ideas and getting some feedback on whether or not they were doing things correctly.

Summary of Program Responses

* 65% of the programs who received training 1998-99 responded to a questionnaire sent to them in early April. (Three letters were sent regarding this questionnaire--January, April, June. Programs were also told prior to training and at the end of training that the questionnaire would be coming in April and due in late May.)

* 100% of those programs responding to the questionnaire said that the AIM training adequately prepared them and/or their tutors to use this assessment. Some programs reported the value of the hands-on lesson planning included in this year's revised training. Most indicated that the goals and objectives of the training were clearly defined and gave the tutors a good working knowledge of AIM.

* Programs reported that 136 tutors are using AIM with 141 learners. Approximately 10% of these learners have progressed one or more levels over a 4-5 month period.

* Over the past year, training for AIM has included other activities beyond the individual training offered to the 20 programs involved. Presentations were done at PAACE MidWinter Conference, the SWPDC/NWPDC Inter-Regional Conference, and the Teaching and Learning Institute.

* Many programs reported that although they have a strong interest in using the AIM Assessment, this has been a difficult year to implement something new. EQUAL requirements and the introduction of LitPro has placed tremendous strain on staff time in some of the smaller programs, making it very difficult to use AIM in the manner intended. I think this coming year these programs will be able to devote more time to AIM.

Responses to Interviews With Tutors Using the AIM Assessment

Seven tutors from three programs who are actively using the AIM were interviewed to find out what some of the challenges and successes have been in working with this assessment. The challenges were easy for them to identify. One tutor reported that her student said he could do most of the skills on the level of AIM assigned. When she proceeded to the next level without asking her student to demonstrate mastery, she found that this was much too difficult and faced the fact that they had to now go back. Her student's self-esteem suffered. Another tutor stated that AIM contained too much paperwork especially in keeping the portfolio. A third had some difficulty initially in "fitting it into" everything else she and her student were doing. They finally decided to begin with the skills which were easier for her student and which tied into what they were already working on. This strategy worked well to get them going. Another tutor said that the real challenge was the gaps in her student's abilities. Some skills on the checklist assigned were easy, but others proved extremely difficult.

Successes were not as readily identifiable but did exist. One tutor said that the AIM gave her something to follow--like a map. She and her student liked the fact that they could work on a skill and check off those which were mastered and look to see what they needed to work on next. Another tutor said that mastering one skill gave her student a needed boast in his self-esteem. It was difficult to get there, but once he had accomplished a skill, he was ready to continue with other skills. Still another tutor said that she liked working with the AIM, but it does require a lot of mentoring on the part of the tutor. She tries to tie every skill into some practical application in the student's life such as using a calculator to figure out the sales tax when making a purchase or keeping a purse calendar with the class/tutoring schedule listed.

Some of the tutors interviewed had very specific questions about documenting mastery of a specific skill or encouraging more student involvement in the process. One tutor suggested something which is already being considered--adding several examples of evidence for each skill.

RESPONSES TO AIM QUESTIONNAIRE
Volunteers/Practitioners

Total number of questionnaires mailed: 110
Number of responses: 27

1. Have you been able to integrate AIM into your lessons on a regular basis?
   Yes: 16 No: 11

used aim lessons to a limited degree; I primarily focus on employment training
just began to introduce AIM to my student
use skills overview during intake procedures
we work on two goals at each lesson
integrated with Laubach Way to Reading text which also contains life skills
some skills work in well with lessons, while other don't
have worked some on reading and writing numbers because we are doing math
student decides what is of interest then we create lesson plans around it
I plan time for these objectives
not a whole lot because my student is slow
we chose six skills and work on two at each session
we've worked on two goals thus far in conjunction with work in the Challenger
not on a regular basis
we work on one AIM requirement per week
we've completed the first level; we worked alternately on this and the Wilson System

2. Discuss the progress you and your student have made in developing a portfolio.

have only worked with maps
we collected samples such as note cards with addresses, lists of family members, food ads, addition/subtraction problems, word finds.
we collect things and turn them in each quarter
we are collecting and documenting evidence; so far we have completed 9 skills
student has original and office and tutor have copies
need to copy work from student's notebook which should be in the portfolio
I have always kept a portfolio even prior to using the AIM
we are in the development stage of deciding what my student has already mastered and what we need to work on
very difficult because much of student's work was oral and much was part of a workbook "Writing It Down"

I have a folder with the student's name on it and one piece of work]

we selected six skills (writing a business letter, planning a trip with expenses, studying charts and graphs, expressing an opinion, discussing a topic supported by facts, writing a report)

we have used a book for sentence dictation and have also used the experience chart series

we have a separate portfolio set up and add to it as we document items on the checklist

we were building a portfolio anyway, so this fit right in

3. Do you feel your student has made progress on the AIM? Why or why not?
   Yes: 14 No: 13

using several different maps, my student was able to find her way to a specific destination

student completed 75% of checklist, but later forgot some of what he learned

mentally challenged student wrote name correctly

a little, most of these skills are too easy for her

student made some progress but weeks would pass when we didn't meet and we would have to start again

each student has made some progress but it is slow because of retention issues

most of AIM was a review but we wanted to make sure my student had the skills before moving on to the next level

we've made progress in proportion to the amount of time we meet

prior to using AIM my student missed class often, now she is enthusiastic, arriving early and staying later for classes

because we worked at it

my student had no previous experience with these skills so he learned a great deal; I'm not sure how much he'll use; he had to write much more than he is accustomed to doing

student has completely mastered two goals but is has been a challenge for him

we've completed three items

very concrete objectives; it builds confidence for both tutor and student; with AIM students show that they can do necessary life skills quite well and it is a very positive experience

4. Have you had any difficulty documenting evidence or establishing mastery on the checklist you were assigned?
   Yes: 5 No: 11 N/A: 11

student had no interest in certain skills which made it difficult
there are a lot of ideas here
it just seems like extra paperwork
checklist was clear but we couldn't use if effectively
documenting evidence has been relatively easy to do; establishing mastery is sometimes more difficult; I plan to do more review
having sample forms would be helpful
checklist is very helpful but not being a creative person I often feel the need for additional specific suggestions
student mastered six skills but while doing so we neglected his basic reading skills
I used materials found at site to establish mastery of two goals
my student is quite capable of mastering the skills but it will take time

5. Do you feel your student has been a partner with you in this assessment?

Yes: 11 No: 5 N/A: 11

I have included her in all discussions and selection of materials
as much as a non-reader can be
student not especially interested
student did not attend class regularly--often a no show
it is sometimes difficult to have active student partnership with mentally challenged students but when explained usually the student sees a need for learning the skills suggested
we do the goal setting together and he is very willing to do any skill for examples of evidence; student likes to see progress by checking off items completed
my student takes an active role in selecting the topics for her lessons
we have been able to work on topics of interest to my student although all preparation if on my shoulders
we have really been a team; we've been together for a year now and this has given us a "road map" of where we are trying to go. After discussing what we wanted to fill in on the form for a few weeks she told me that a year ago she wouldn't have known where to start in listing her goals

6. Did the training prepare you for using the AIM Assessment System? Why or why not? Do you feel you need additional training at this time?

Yes: 16 No: 2 N/A: 9

Need for additional training:

Yes: 6 No: 10 N/A: 11

additional training would be a plus, even if just to confer with AIM representatives

training answered many questions; givens information which is not always clear in written instructions

it has been a smooth transition

I felt prepared to do the first level

I guess I thought the local group was going to do follow-up as well

I feel that additional training and ideas are always welcome; there may always be more effective ways of doing things; maybe a meeting with tutors who have started with AIM and talking over the problems and positive things they have come across

training was good and I felt prepared to use it

training prepared me for using the AIM; I realize the system is being refined and would appreciate any new information in the AIM when it becomes available

I think we could have spent more time in training. I thought is seemed like a valuable tool but I'm not sure we need this because my student is focused already

the introductory and follow-up sessions were a good experience; I feel however, that if the instruction could have been an immediate sequel to my tutor training instruction I would have had a much greater advantage. At that point in time I particularly needed guidance in lesson structuring, assessment of my student's needs, and evaluation of his progress

the forms stimulate ideas to improve student interest, retention in program, retention of learned materials, and most importantly, self-esteem

I don't know, probably

not a whole lot because I have a hard time remembering how to do certain parts of it

I had been using AIM before the training which validated what I had done and made me feel as if I was on the right track

training prepared me and covered the essentials

I feel the training did give a good overview of what we needed to do; I would like a follow up session just to present what we are doing and make sure that it is done correctly

I feel that the training was adequate and I would not have any problem integrating AIM

PROGRAM RESPONSES TO AIM QUESTIONNAIRE

Total Number of Programs Trained: 20
Number of Programs returning questionnaire: 13

1. Do you feel that the AIM training adequately prepared you and/or your tutors to use this assessment? Why or why not?

Yes: 13 No: 0

~the tutors were either eager to use AIM or considered it too time consuming
~especially the second year where the training included a hands-on lesson using the AIM, a student text, and realia to plan a lesson for a sample student
~the AIM training was extremely informative and proved to be an excellent tool in showing our tutors the proper methods of using the assessment
~the initial training was excellent but there was a long period of time between training and the final requirement; a follow-up session would be useful
~the training covered a wide area of information our tutors needed to teach AIM
~preparation was adequate but we needed more tutors to participate
~the tutors and staff were adequately trained; the primary question about reporting evidence was clarified by Debbie at a focus group
~the training gave us an excellent understanding of the AIM assessment program; goals and objectives were clearly defined
~workshop was well presented and did prepare our program to begin implementing this assessment
~training was very complete and easy to understand; the trainers were informed and prepared to answer questions
~the training gave the tutors a good working knowledge of AIM and how to develop lessons using AIM

2. Have you seen any benefits to your program with the addition of the AIM Assessment? If so, please explain.

In the case of several very low level students with learning disabilities, AIM served as extra suggestions for teaching skills, personalizing the study.
Yes, a sense that newly trained tutors have a better idea of how to begin.
Learners are more willing to participate because they help choose what they are going to learn and with the AIM they are able to see improvement themselves by keeping their own portfolio.

This program gives the tutors a little more focus by using the goal setting, but the tutors needed to do more input than they should because of the low level students. With practice they should get better at making it more student centered.

Our tutors are focusing more on life skill goals.

Due to changes in staff positions we have not been able to track it properly.

Students who use the AIM assessment have many opportunities to choose and achieve mastery of skills on their level. Having hard evidence of their skill mastery increases their overall reading confidence and , in some cases, produces measurable reading gains.

The ESL students seem very comfortable with the lessons and it is easier to measure their accomplishments and skill levels.

The added benefit is that pairs have a more organized approach to learning--allows creativity.

I have always felt the AIM was beneficial to both our students and tutors because it is a way of checking off skills and making sure that they are retained. This year we began using CASAS on all our students and tutors were given a detailed checklist of competencies. Many of these correlate to the AIM, but most tutors have stopped using the AIM and are working with the CASAS checklists.

We are aware of some of the basic practical things that student need to know and can use AIM to focus on them.

We have incorporated a portion of AIM into the evaluation process.

3. Briefly describe the process you've developed for implementing AIM in your program.

We have developed our training to included instructions in the use of AIM. We are keeping an accurate account of tutors who have agreed to use AIM.

We've incorporated instruction in the use of AIM into the 4th session of our tutor training workshop. Newly matched tutors are given a copy of the student's AIM skill sheet (appropriate to the test results) and asked to make this a part of the agenda for their first meeting with the student. Supplementary tutor idea pages and worksheets are available.

After the initial assessment, if a learner would benefit from the AIM it is given to their tutor so that it can be implemented from the start.

We'll be introducing it in the tutor training of our ESL tutors. We will have samples to show the new tutors to help them understand the final product.

AIM is included in our tutor training. An AIM level is determined at time of assessment. Tutors receive AIM level paperwork with each new student.

The AIM is assigned as part of the IEP especially to low level learners assigned one-on-one to tutors.

The AIM got a late start at the end of January. Nine student/tutor pairs were

sent materials and five participated. Each tutor was sent a Guide for Instruction, Student Progress Summary, and portfolio folder along with an explanatory memo from the coordinator.

Our program will only be using the AIM assessment with the ESL students next year. Tutors who are interested in working with those students will be trained in implementing the program, at the same time as the regular training program.

We are including a presentation on the AIM in our tutor training workshops and are selectively using the AIM in one-on-one tutor/student matches.

We have been conducting small group in-services as a way to encourage tutors to begin using AIM with their learners.

AIM is introduced during the Assessment Module in tutor training. I discuss using AIM with the tutor when a student match is made. The tutor decides whether or not she will use AIM. Last year the tutor was given quarterly AIM report sheets to return with their quarterly reports, but few tutors returned them. This year, follow-up with tutors has declined as we implemented CASAS, EQUAL, and LitPro. If AIM project is continued, I would try to find a way to combine the AIM checklist and the CASAS checklist. I have started a follow-up system which should help.

Some students read well on CASAS but write poorly, requiring them to dip down an AIM level to get the skills they truly need. Does the holistic writing score provided by AIM correspond to CASAS writing tests?

Students are asked to complete a written sample of some of the beginning level skills at intake.

AIM is one component in an entire curriculum; we give the guide for instruction with folder than ask tutors to send us copies of student's work and achievements for our files.

4. What are your expectations in terms of tutor/student accountability?

A few have begun coming back and we will attempt to follow-up with active tutors. A large number of pairs beginning with AIM do not continue together long enough to give a fair test.

We've already seen more attention to specific skills students need as opposed to a regimented following of a textbook format. Tutors appear to be more confident in putting together a curriculum suited to the students. Tutor acceptance seems to be more critical than student because retraining experienced tutors has proven difficult. Tutors who are rematched tend to want to use older methods and shy away from incorporating life-skills into their lessons.

Goals will become more of the primary focus. Tutors should be able to pick up in the fall where they finished in the spring and continue.

Our tutors will be responsible to track student progress and maintain student portfolio. Tutor and students will work on AIM regularly.

I don't think our expectations are high enough, and we need to review more often the portfolios to see what is happening.

Tutor were asked to update monthly via their student progress report form as to progress and to call with questions. Tutors/students were asked to set aside time each session to work on AIM life skills. Some students were more enthusiastic than others. Two tutors decided not to participate because: lack of time and too much paperwork.

Tutors hand in booklets and their next week's lesson plans each week. If additional materials are required or thought to be needed, then I can talk with them beforehand. Students are expected to complete at least one level during the year.

We are expecting tutors to keep us informed (monthly calendars) as students progress. Quarterly office interviews will include a review of the portfolio.

That they retain evidence in a portfolio and could provide us with such if we ask.

Tutors are expected to turn in a quarterly report, and I had hoped that they would include work on the AIM in that report.

Hope the tutors will report back on any progress made. Feedback from students would be very useful.

5. How many of your tutors and students are using the AIM Assessment?

Basic tutors:	114	Basic students:	114
ESL tutors:	22	ESL students:	27

How many students have progressed one or more levels?

Basic:	10	ESL:	2

Appendix 3

NAME OF AGENCY_____

TEST RECORD--AIM ASSESSMENT

Student's Name	Pretest score Level & Form	AIM Level Assigned	Post-test score Level & Form	AIM Level Assigned

Directions for Completion of
Test Record Form for the AIM Assessment

Student's Name: For purposes of confidentiality, record just the student's first name and last initial. This information is being collected for statistical and project improvement purposes.

Pre-test score, Level & Form: Please provide the name of the testing instrument, including level and form along with the test score.

Level of AIM Assigned: Provide the level (ex Pre-Beginning, Intermediate, etc.) of AIM initially assigned to the student.

Post-test score, Level & Form: If post-tested, please provide the name of the testing instrument, level and form along with the test score.

Level of AIM Assigned: Indicate here whether the student is still working at the same level or has been placed in a new level of the AIM.

This information will be collected at the end of the project year (late May or early June).

Appendix 4

Lesson Planning Activity

1. Read over your student's *Goal Checklist.*

2. Go to the lesson that you have randomly selected in our student's *textbook.*

3. Look at your student's *AIM Checklist.*

4. Review these items with your partner and create an interesting 90 minute lesson plan addressing and integrating these components into a lesson. Use real life materials or other supplementary texts that you know of to make your lesson interesting and motivating for your student.

5. What, if any, completed items from your lesson would you include in the portfolio and why?

6. Be ready to discuss your lesson plan with the group.

Lesson Plan

Subject: *(What are you teaching today? What skills or goals will you be addressing?)*

Student's Goal: *(Does this lesson address any of the goals mentioned on the goal checklist?)*

AIM Checklist: *(Does this lesson address any skill(s) on the AIM checklist?)*

Materials: *(What materials do you need for this lesson?)*

_____

_____

_____

Procedures: *(How will you organize and present this lesson?)*

1. _____

2. _____

3. _____

4. _____

5. _____

Evaluation:

_____

Homework: *(Is there an assignment to review or practice for next time?)*

_____

_____

Notes for next time:

_____

_____

Appendix 5

Curriculum Resources for the A.I.M.

Real world resources can be found almost anywhere.

Here are some examples:

Library materials
Social Security forms
Driver's manual
Bank forms and checks
Contracts
Insurance policies
Newspapers
Want ads
Racing forms
Church bulletins
Songs
Plays
Greeting cards
Maps
Bus schedules
Road signs
Food labels
Directions
Fortune cookies
TV guide
Sales catalogs
Applications
Sports schedules
Word games
Brochures
Horoscopes
Medicare forms
Telephone books
Tickets
Clothing labels
Food stamps
Menus
Store signs
Tax forms
Calendars
Comics
Bill of Rights
Magazines
Jokes

Additional Adult Literacy Resources and Materials:

AdvancE is the State Literacy Resource Center located in Harrisburg. It contains a wealth of materials and information that will help you tutor. The resource specialist is Cheryl Harmon. Phone # 1-800-992-2283.